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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing in the English language for a variety of technical purposes, situations, and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) write a report or a proposal; and (2) maintain a file of correspondence and write a section of a reference manual. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 389

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Write and Speak: Technical Writing **Level:** High School

Title of Package/Activity: Tech Writings

Summary Statement of Content Standard:

Write in the English language for a variety of technical purposes, situations and audiences.

Description of Student Performances:

Task 1: Write a report (Task 1-A)

OR

a proposal (Task 1-B).

Task 2: Maintain a file of correspondence, and write a section of a reference manual.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 216 753

PERFORMANCE PACKAGE TASK 1-A
Tech Writings

Content Standard: Write and Speak: Technical Writing **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Describe a complex process, procedure, or device for a particular audience (e.g., computer programs, business):
   a. evaluate the amount of technical knowledge the audience has
   b. determine where and how the information will be used
   c. use style/format and conventions appropriate for the audience (e.g., bulleted steps, chronological sequencing, neutral voice)
   d. use technical vocabulary appropriately for the audience
   e. incorporate detailed examples or illustrations
   f. include warnings or cautions to help audience prevent problems

In addition:

1. Writing for technical purposes must include at least one complex project and work in all three of the following categories:
   b. reports and proposals (e.g., laboratory reports, investigative reports, analytical reports)

Product(s):

- Report
- All preliminary drafts and notes

Task Description:

Package Overview:

- Remember the summary of Learning Area Two: "Write and speak effectively in the English language." **Effective technical writing** has a clear focus and purpose; clear, concise, and consistent language/vocabulary; detailed examples and illustrations; concise sentences; careful organization and coherence; correctly applied conventions of written English.

- Keep in mind that you must present evidence of your engagement in the **writing process** -- prewriting, drafting, conferencing (with both peers and your teacher), revising, reflecting (which includes applying each task's feedback checklist to each writing assignment), preparing final copy, publishing. You will submit to your teacher all "works-in-progress" (or *preliminary*) drafts and notes.

- You will share your writings in regular peer conference groups where you will receive feedback. Your conference group will also act as a resource for solving problems you identify as you develop each written product.

- You will meet with your teacher to get feedback and discuss ideas for revision.

- Whenever possible, the writing products should be evaluated by a knowledgeable person from a technical or business setting.

Task 1-A Overview: You will review data, and write a report in which you present findings, methods of obtaining information, and recommendations.

Steps:

1. Obtain (with your teacher's help) and review several reports from technical and business settings.

Task Description, continued

2. Meet with your peer conference group to discuss the reports you have reviewed. Consider in particular the writing style(s) and format(s).

3. Interview technical/business contacts who have expertise in report writing. (Your teacher will help you arrange the interviews.) In your interviews, discuss your task of writing a report. In particular, ask about sources, the various methods used to obtain data for reports, intended audiences, and the audiences' background and needs.

4. Select (with your teacher's help) the type of report you will write as well as a topic for the report.

5. Identify (with your teacher's help) an audience for the report you will write. Learn all you can about your audience, the people who will read your report.

6. Assemble (from your contacts/sources) the information on your topic. Review both the methodology and the findings. Consider how you might compose your report.

7. Meet with your peer conference group to discuss the information -- and to get feedback on your ideas for writing the report.

8. Write a draft of your report. Remember to use language, style, and organization that are clear and understandable to your audience. Use a correct format for report writing. (See the Note on the next page for a suggested structure for your report.)

9. Discuss with your peer conference group -- as well as your teacher -- ideas for revising your draft.

10. Revise your draft.

11. Use the feedback checklist for this task to self-evaluate and reflect on both your writing and your writing process.

12. Repeat Steps 5-11 as necessary until your report is finished.

13. Share your finished report with your peer conference group. Present to your teacher all your preliminary drafts and notes as well as your final report.

Task Description, continued

Note: The final copy of your report *could* have this structure --

A. Cover and Title Page.

B. Section One:

- abstract (condensed statement of entire report)
- table of contents
- list of illustrations.

C. Section Two:

- introduction (overview of report, audience and purpose of report)
- detailed presentation of findings and methodology -- with supporting examples and illustrations, warnings/cautions, and relevant background information
- conclusions and recommendations.

D. Section Three:

- appendices (additional supporting material), if any
- glossary of technical terms.

Whatever pattern of organization you use, be sure it is suitable for your audience and subject matter. Also, use conventions that will help your reader understand you, such as the active voice, bulleted steps, a detached point of view.

Special Notes:

For all the Tasks in this Package --

• *Peer feedback conferences* provide excellent opportunities for students to develop supportive, yet critical, reading/writing strategies. Student authors may benefit from the suggestions of their peers in solving writing problems their peers have identified. Teachers may wish to allow students to self-select some peer conference groups and assign others. Peer conference groups of four or five students may provide adequate diversity in feedback.

• Along with conferencing, teachers should conduct *mini-lessons* in writing techniques and strategies, as indicated by student need.

• Students may also *share drafts* via e-mail, school-wide bulletin boards, or by exchanging disks. Through computer technology, students can access a wider range of audience feedback as they make revisions.

• *Conventions* for technical writing, in addition to those mentioned on page 2 in the "Package Overview," include the use of parallel structure and a neutral, imperative voice.

• *Illustrations* include charts, tables, graphs, figures, drawings, maps, diagrams, photographs.

• An excellent *guide/resource* for teachers and students is: The Elements of Technical Writing by Gary Blake and Robert W. Bly (New York: Macmillan, 1993).

For Task 1-A --

• Types of reports for students to review:
- annual reports
- analytical (feasibility) reports
- investigative (research) reports
- laboratory reports
- field reports.

• Methodology includes conducting research, experiments, tests, analyses, field studies, inspections.

• Some *possible* audiences for the report:
- a business or department in a business -- including managers, supervisors, team leaders, and employees
- users of technical equipment
- producers of technical equipment and personnel who install and maintain technical equipment
- a community organization -- including board of directors, paid staff, and volunteers.

(Special thanks to Joyce Malwitz and Linda Callender (Champlin Park High School) for their initial contribution.)

PERFORMANCE PACKAGE TASK 1-A
Tech Writings

FEEDBACK CHECKLIST FOR TASK 1-A

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	For the Report and for **All** Preliminary Drafts and Notes	
_____	Focus is clear and sustained.	_____
_____	Purpose for writing on the topic/subject is clearly stated.	_____
_____	Relevant background information is presented clearly, concisely, and accurately.	_____
_____	Descriptions, explanations, and warnings/cautions are: • accurate • clearly stated • thoroughly discussed • supported with relevant examples and details • supported with clear illustrations.	_____
_____	Language/vocabulary is clear, concise, consistent, and appropriate.	_____
_____	Sentences are clear and concise.	_____
_____	Grammar and usage, spelling, and mechanics are correct.	_____
_____	Organization and conventions are clear and appropriate for audience and subject matter.	_____
_____	Format is correct.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 1-B
Tech Writings

Content Standard: Write and Speak: Technical Writing **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Describe a complex process, procedure, or device for a particular audience (e.g., computer programs, business):
   a. evaluate the amount of technical knowledge the audience has
   b. determine where and how the information will be used
   c. use style/format and conventions appropriate for the audience (e.g., bulleted steps, chronological sequencing, neutral voice)
   d. use technical vocabulary appropriately for the audience
   e. incorporate detailed examples or illustrations
   f. include warnings or cautions to help audience prevent problems

In addition:

1. Writing for technical purposes must include at least one complex project and work in all three of the following categories:
   b. reports and proposals (e.g., laboratory reports, investigative reports, analytical reports)

Product(s):

- Proposal "packet"
- All preliminary drafts and notes

Task Description:

Package Overview:

- Remember the summary of Learning Area Two: "Write and speak effectively in the English language." **Effective technical writing** has a clear focus and purpose; clear, concise, and consistent language/vocabulary; detailed examples and illustrations; concise sentences; careful organization and coherence; correctly applied conventions of written English.

- Keep in mind that you must present evidence of your engagement in the **writing process** -- prewriting, drafting, conferencing (with both peers and your teacher), revising, reflecting (which includes applying each task's feedback checklist to each writing assignment), preparing final copy, publishing. You will submit to your teacher all "works-in-progress" (or *preliminary*) drafts and notes.

- You will share your writings in regular peer conference groups where you will receive feedback. Your conference group will also act as a resource for solving problems you identify as you develop each written product.

- You will meet with your teacher to get feedback and discuss ideas for revision.

- Whenever possible, the writing products should be evaluated by a knowledgeable person from a technical or business setting.

Task 1-B Overview: You will review several "Requests for Proposals" (RFPs). You will then write a proposal in response to a real or simulated RFP.

Task Description, continued

Steps:

1. Obtain (with your teacher's help) and review several actual "Requests for Proposals" (RFPs).
   Note: a simulated Request for Proposals (RFP) is provided on pages 10-11: "Northern Lights Youth Artist Grants."

2. Meet with your peer conference group to discuss the RFPs you have reviewed. Consider each RFP's requirements.

3. Select one RFP to which you will respond.
   You may choose to respond to the simulated RFP (pages 10-11).

4. Identify (with your teacher's help) the audience for the proposal you will write. Learn all you can about your audience, the people who will review your proposal. Remember that your intent is to "sell" yourself as well as your proposal in your written reply to the RFP. Therefore, choose language, style, and organization that are clear and understandable to your audience.

5. Write a draft of your proposal. Follow the guidelines in the RFP; be sure to address every component mentioned in the RFP. Use a correct format for proposal writing. (See the Note on the next page for a suggested structure for your proposal.)
   For the simulated RFP (pages 10-11): respond to it as is or adapt the RFP to a field/area in which you may be more interested.

6. Meet with your peer conference group to discuss your selected RFP and the draft of your proposal.

7. Create the supporting pieces (such as resume, portfolio) that are required by your selected RFP.

8. Discuss with your peer conference group -- as well as your teacher -- ideas for revising your draft and its supporting pieces.

9. Revise your draft and its supporting pieces.

10. Use the feedback checklist for this task to self-evaluate and reflect on both your writing and your writing process.

11. Repeat Steps 4-10 as necessary until your proposal "packet" is finished.

12. Share your finished "packet" with your peer conference group. Present to your teacher all your preliminary drafts and notes as well as your final proposal "packet."

Task Description, continued

Note: The final copy of your proposal "packet" *could* have this structure --

A. Project proposal which includes:
- cover and title page
- summary of proposal
- table of contents
- the goals and objectives of your project
- an explanation of how your project meets the RFP's standards and specifications
- a detailed description of your project, including an explanation of the involvement that other person(s) will have in your project
- an explanation of how the grant/award/contract/etc. will strengthen your personal and professional development
- a description of the representative works you are including in your portfolio -- and an explanation of how the works support your project
- any warnings/cautions
- any other descriptions/explanations/statements/etc., required by the RFP
- a timeline for progress and completion of your project
- budget statement which shows quantities, suppliers, and costs of all necessities.

B. Resume which describes:
- education
- honors and accomplishments
- collection/body of work
- solo and group shows/readings/recitals/publications/performances (whichever is applicable).

C. Portfolio of representative works. (For visual art work, for example, you would submit slides labeled with your name, the title of each work, and the date each work was completed.)

D. Any other required supporting pieces.

Whatever pattern of organization you use, be sure it is suitable for your audience and subject matter. Also, use conventions that will help your reader understand you, such as the active voice, bulleted steps, a detached point of view.

Simulated Request for Proposals (RFP)

ANNOUNCING:

Northern Lights Youth Artist Grants

Background

The Northern Lights Festival Committee has received a youth artist education grant from the Society of Northern Artists to encourage the development of promising high school artists through mentorships.

The Northern Lights Festival Committee will award three grants of $1,000 each to high school artists for planning, creating, and presenting at the 199X/200X Northern Lights Festival original works focusing on the theme of "Youth and Winter." Eligible artists are students in grades 9 -12 who are working in music, dance, theater, visual arts, literature, or media arts. The grants will be made available to student artists demonstrating readiness for both an artist mentorship and a presentation of work.

Selection Criteria

Awards will be made on a competitive basis. The Northern Lights Festival Committee, in conjunction with the Society of Northern Artists, will consider the following factors in the review of applications:

- proposal
  - original development of theme "Youth and Winter"
  - previous work supporting proposed project
  - strengthening of technical skills and artistic development through mentorship and through participation in the Festival
  - budget
  - timeline
- portfolio of previous work
  - artistic expression
  - technical expertise
  - originality
- artistic resume
- letter of support from proposed mentor.

Directions

Complete the cover sheet (on page 11) and:

1. Describe in detail the exhibit/performance/reading/recital/etc., that you are proposing. Describe sketches/ diagrams/drafts/storyboards/etc., of works-in-progress for the project. Clearly state the goals and objectives of your proposed project. Explain how you will represent the diverse community served by the Northern Lights Festival.
2. Explain in detail how participating in the Northern Lights Festival will strengthen your development as an artist.
3. If the project is new, describe its current development status. If your proposal is an existing project, describe how the grant money will provide added value.
4. Include a detailed timeline for project completion.
5. Include a detailed budget.
6. Include a portfolio of representative work.
7. Describe the qualifications of your proposed mentor. Explain the role your mentor will play in the development of your project. Explain how the mentorship will strengthen your skills and enable you to work at a more complex level. *Include a letter of support from your proposed mentor.*
8. Include an artistic resume in which you describe your accomplishments, expertise, and previous work.

Deadline

Completed grant applications are due not later than 3:00 PM on _____. Completed applications should be sent to _____. Faxed proposals will **not** be accepted.

Grant awards will be announced on _____.

Simulated Request for Proposals (RFP)

Northern Lights Youth Artist Grant Application

Note: This form is to be used as a *cover sheet* for the materials you are submitting for consideration.

Applicant Information

Name: _____

Address: _____

Telephone: _____ E-mail: _____

School Name: _____

School Address: _____

Age: _____ Grade: _____

Mentor Information

Name: _____

Address: _____

Telephone: _____ E-mail: _____

Project Information

Project Name: _____

Artistic Medium: _____
(music -- dance -- theater -- visual arts -- literature -- media arts)

Project Start Date: _____ Project End Date: _____

Signatures

I certify that the information contained herein is true and accurate to the best of my knowledge. I also certify that all portfolio materials are my own original work and do not represent the work of anyone else.

Signature of Student Artist: _____

I certify that all portfolio materials are the student's own original work and do not represent the work of anyone else to the best of my knowledge.

Signature: _____

Relationship to Student Artist: _____

Special Notes:

For all the Tasks in this Package --

• *Peer feedback conferences* provide excellent opportunities for students to develop supportive, yet critical, reading/writing strategies. Student authors may benefit from the suggestions of their peers in solving writing problems their peers have identified. Teachers may wish to allow students to self-select some peer conference groups and assign others. Peer conference groups of four or five students may provide adequate diversity in feedback.

• Along with conferencing, teachers should conduct *mini-lessons* in writing techniques and strategies, as indicated by student need.

• Students may also *share drafts* via e-mail, school-wide bulletin boards, or by exchanging disks. Through computer technology, students can access a wider range of audience feedback as they make revisions.

• *Conventions* for technical writing, in addition to those mentioned on page 7 in the "Package Overview," include the use of parallel structure and a neutral, imperative voice.

• *Illustrations* include charts, tables, graphs, figures, drawings, maps, diagrams, photographs.

• An excellent *guide/resource* for teachers and students is: The Elements of Technical Writing by Gary Blake and Robert W. Bly (New York: Macmillan, 1993).

For Task 1-B --

• Whenever possible, students should use actual Requests for Proposals for which they are eligible.

• Teachers could add an extension to this task: *Once the proposal "packet" has been completed, it could be sent to a peer panel for review. The proposal writer would then attend the meeting in which the panel reviews the proposal. The writer would revise the project plan based on the feedback of the peer panel.*

(Special thanks to Karen Monson and Tammy Hauser [Minnesota Center for Arts Education] for their initial contribution.)

PERFORMANCE PACKAGE TASK 1-B
Tech Writings

FEEDBACK CHECKLIST FOR TASK 1-B

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	For the Proposal "Packet" and for **All** Preliminary Drafts and Notes	
_____	Focus is clear and sustained.	_____
_____	Purpose for writing on the topic/subject is clearly stated.	_____
_____	Relevant background information is presented clearly, concisely, and accurately.	_____
_____	Descriptions, explanations, and warnings/cautions are: • accurate • clearly stated • thoroughly discussed • supported with relevant examples and details • supported with clear illustrations.	_____
_____	Language/vocabulary is clear, concise, consistent, and appropriate.	_____
_____	Sentences are clear and concise.	_____
_____	Grammar and usage, spelling, and mechanics are correct.	_____
_____	Organization and conventions are clear and appropriate for audience and subject matter.	_____
_____	Format is correct.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 2
Tech Writings

Content Standard. Write and Speak: Technical Writing **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Describe a complex process, procedure, or device for a particular audience (e.g., computer programs, business):
   a. evaluate the amount of technical knowledge the audience has
   b. determine where and how the information will be used
   c. use style/format and conventions appropriate for the audience (e.g., bulleted steps, chronological sequencing, neutral voice)
   d. use technical vocabulary appropriately for the audience
   e. incorporate detailed examples or illustrations
   f. include warnings or cautions to help audience prevent problems

In addition:

1. Writing for technical purposes must include at least one complex project and work in all three of the following categories:
   a. directions and procedures (e.g., handbooks, operating procedures, procedures for assembly)
   c. correspondence (e.g., memos, meeting minutes, news releases)

Product(s):

- Correspondence file
- Section of a reference manual
- All preliminary drafts and notes

Task Description:

Overview: Working on a team of three or four students, you will maintain a file of correspondence and create a section of a technical/business reference manual on policies and procedures.

Steps:

1. Meet with your work team to brainstorm topics for the technical/business reference manual you will write.

2. Assess the need and feasibility of your ideas by interviewing technical/business contacts who have expertise relevant to your topic(s). (Your teacher will help you arrange the interviews.) In your interviews, discuss the purpose and components of the manual you are considering writing. Also ask about sources and availability of information, the manual's intended audience, and the audience's background and needs. Take notes.

   Some *possible* audiences for your policies and procedures manual include:

   - a business or department in a business -- including managers, supervisors, team leaders, and employees
   - users of technical equipment
   - producers of technical equipment and personnel who install and maintain technical equipment
   - a community organization -- including board of directors, paid staff, and volunteers.

Task Description, continued

3. Reach consensus among your work team on the subject of your writing project.

4. Prepare and submit to your teacher a memorandum from your work team in which you propose your writing project. Include the following:
   - the need, purpose, and intended audience for your proposed technical/business reference manual
   - the relevant information from your initial interviews which supports your intended project
   - an outline/overview of the sections to be included in your manual
   - the division of responsibilities for the writing project -- who on your team will be accountable for which sections of the manual (see Step 7 below); how you will equitably divide the work of creating the introductory and concluding sections (see Step 18 below)
   - a detailed schedule for the project with step-by-step dates of work team conferences, individual and team conferences with your teacher, completion of each piece of the project, and completion of the project as a whole.

   The student who writes the memorandum should keep a copy for his/her correspondence file.

5. Hold a work team conference(s) with your teacher to discuss your proposal, obtain feedback, make any necessary changes or adjustments in your plan, and launch the project.

6. During the entire writing process, maintain an *individual* correspondence file that includes:
   - memoranda reporting *observations* of processes, procedures, and policies, and recording *interviews* with technical/business contacts
   - letters and memoranda to work team members, your teacher, technical/business contacts
   - summaries/reports of conferences with your teacher
   - minutes of work team conferences. (Work team members should rotate the duty of taking meeting minutes; every student must take minutes at least once.)

   Remember to use correct formats for the various types of correspondence.

7. Each student will be the writer of one section of his/her work team's reference manual. Each section must include at least one example of each of the following:
   - step-by-step directions
   - clear and complete explanations and descriptions of policies and procedures
   - illustrations, detailed examples, background information, safety instructions with warnings/cautions -- relevant to and integrated into the text
   - an introduction, body, and ending.

Task Description, continued

Remember to choose language, style, and organization that are clear and understandable to your audience. Using conventions such as the active voice, bulleted steps, and a detached point of view will help your reader understand you. Use a correct format for manual writing.

8. Investigate the processes, procedures, and policies for your section of the manual, and submit to your teacher and work team members brief reports of your observations and interviews. Remember to keep copies in your correspondence file.

9. Write a draft of your section of the manual. You may need to observe and/or interview experts more than once to determine/select the significant information and to sequence it properly in your manual section.

10. Meet with your work team to obtain feedback on your own draft and give feedback on the drafts of others. Make notes on your draft, and keep it in your file. Revise your draft.

11. Discuss with your teacher ideas for revising your draft. Write and keep in your file summaries/reports of your conferences. Revise your draft.

12. Meet with business/technical contacts to review the technical accuracy of your writing. Write and keep summaries/reports/minutes of your meetings. Revise your draft.

13. Write follow-up letters thanking your contacts for their assistance. Keep copies.

14. Field test your section of the manual with readers whose background and needs are similar to your intended audience. Revise your draft.

15. Use the feedback checklist for this task to self-evaluate and reflect on both your writing and your writing process.

16. Repeat Steps 7-15 as necessary until your section of the technical/business reference manual is finished.

17. Share your finished section with your work team.

18. Draft the front and back sections of the manual, and revise as necessary.
The writing of the "front of the manual" and "back of the manual" sections should be equitably divided among work teak members.

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Task Description, continued

a) The "front of the manual" section may include:

- cover and title page (text and graphics)
- table of contents
- list of illustrations
- statement of purpose and intended audience
- broad overview of the entire manual.

b) The "back of the manual" section may include:

- troubleshooting instructions and follow-up suggestions
- appendices that provide any additional supporting materials
- glossary
- index.

19. Assemble the final product of your work team: the *complete* technical/business reference manual.

20. Present to your teacher all your individual preliminary drafts and notes *and* your correspondence file -- as well as the final draft of your team's policies and procedures manual.

Special Notes:

• Teachers may wish to have students complete the following activity (developed by Marie Abele [Richfield Senior High] and Patricia Riley [Apollo High School]) as practice/training in technical writing skills -- especially in writing for diverse audiences:

Overview: Using a set of more than fifty pieces of a toy construction set -- such as LEGOS®, Meccano®, Erector® or Steel Tec® -- write directions for adults on how to assemble a toy. Then write the directions for youngsters.

Steps:

Part A

1. Create a toy from a toy construction set.
2. Draft directions for assembly:
   a. identify tools (if any are necessary) and parts
   b. sequence the steps accurately
   c. number or bullet the steps and substeps for each stage of construction
   d. include diagrams and other helpful illustrations.
3. Field test your directions by asking a classmate to assemble your toy by following your written directions only. Ask for feedback on how you could improve your directions to make assembly easier.
4. Revise your directions based on the first field test. Repeat field testing and revising until *two people in a row* can easily assemble the toy using only your written directions.

(Special thanks to Joyce Malwitz and Linda Callender [Champlin Park High School] for their initial contribution to Task 2.)

Special Notes, continued

5. Submit your final directions and the parts to your teacher. Your directions, the parts, and any tools will be given to a student in another class for assembly and critique. Your teacher will *consider* that student's critique, but your teacher will be the evaluator of your directions.

Part B

6. Rewrite the directions for younger students. Modify or simplify the design, if necessary.
7. Repeat Steps 2-4 -- until two *younger* students in a row can successfully assemble the toy using only your written directions.
8. Submit your second set of directions to your teacher for evaluation.

PERFORMANCE PACKAGE TASK 2
Tech Writings

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
For the Correspondence File, Section of Reference Manual, and **All** Preliminary Drafts and Notes		
_____	Focus is clear and sustained.	_____
_____	Purpose for writing on the topic/subject is clearly stated.	_____
_____	Relevant background information is presented clearly, concisely, and accurately.	_____
_____	Descriptions, explanations, and warnings/cautions are: • accurate • clearly stated • thoroughly discussed • supported with relevant examples and details • supported with clear illustrations.	_____
_____	Language/vocabulary is clear, concise, consistent, and appropriate.	_____
_____	Sentences are clear and concise.	_____
_____	Grammar and usage, spelling, and mechanics are correct.	_____
_____	Organization and conventions are clear and appropriate for audience and subject matter.	_____
_____	Format is correct.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):